

## Framework Development Process

### Primary Factors Considered for Performance Index Framework

- Accountability System Goals and Guiding Principles
- Statutory Requirements of House Bill 3 (2009)
  - Focus on Postsecondary Readiness
  - Inclusion of Student Progress
  - Emphasis on Closing Achievement Gaps
- New STAAR program with EOC-based assessments for middle schools and high schools
- Lessons learned from previous state accountability rating systems (1994–2002 and 2004 – 2011)
- Successful models used by other states, e.g. CA, CO, FL, GA, KY, LA, OH, OK, NC, SC

## Index 1: Student Achievement

### STAAR Satisfactory Performance

- All Students Only
- Combined over All Subject Areas

Credit given for Satisfactory performance level (Level II) on:

- STAAR Grades 3–8 English and Spanish at final Level II performance standard for assessments administered in the spring;
- EOC at final Level II performance standard for assessments administered in the spring and the previous fall and summer;

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## Index 1: Student Achievement

### STAAR Satisfactory Performance (continued)

Credit given for Satisfactory performance level (Level II) on:

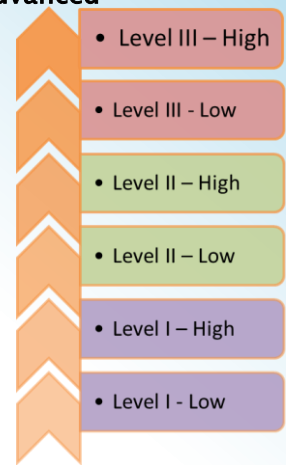
- STAAR Grades 3–8 and EOC Modified and Alternate at final Level II performance standard;
- STAAR L (linguistically accommodated) are included based on the ATAC ELL Workgroup recommendations, in progress;
- TAKS included in 2013 only: Grade 11 results at Met Standard performance standard.

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## Index 2: Student Progress

### Student Progress toward Satisfactory or Advanced Performance Levels (2014 and beyond)

- Ten Student Groups Evaluated:
  - All Students
  - Each Race/Ethnicity:
    - African American
    - American Indian
    - Asian
    - Hispanic
    - Pacific Islander
    - White
    - Two or More Races
  - Students with Disabilities
  - English Language Learners (ELLs)



Graphic depicts sample transition table.

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## Index 2: Student Progress

### Student Progress toward Satisfactory or Advanced Performance Levels (2014 and beyond) *continued*

- By Subject Area (Reading and Mathematics; Writing for EOC only)
- Same assessments used in Index 1 where student progress measures are available
- Credit given for meeting the student progress measure requirements for:
  - Progress toward Satisfactory performance (Level II),  
or
  - Progress toward Advanced performance (Level III)

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## Index 3: Closing Performance Gaps

### Achievement Gaps Measured for Satisfactory and Advanced Levels

- All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year
- By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)

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## Index 3: Closing Performance Gaps

### Achievement Gaps Measured for Satisfactory and Advanced Levels (continued)

- Same Assessments Used in Index 1

Credit based on weighted performance:

- One point credit given for each percentage of students at the final Level II Satisfactory performance standard
- Two point credit given for each percentage of students at the final Level III Advanced performance standard (2014 and beyond)

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## Index 4: Postsecondary Readiness

### Measures of Postsecondary Readiness

Credit based on average of two postsecondary indicators:

- 1) STAAR Advanced performance level (Level III) for grades 3 – 8 and EOC (2014 and beyond)
- and*
- 2) high school graduation rates and diploma plans

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## Index 4: Postsecondary Readiness

### Measures of Postsecondary Readiness *(continued)*

- STAAR Advanced Performance (2014 and beyond)
- Combined over All Subject Areas

Credit given for Advanced performance level (Level III) on same assessments used in Index 1 at final Level III performance standard

- Eight Student Groups Evaluated:  
All Students and each Race/Ethnicity

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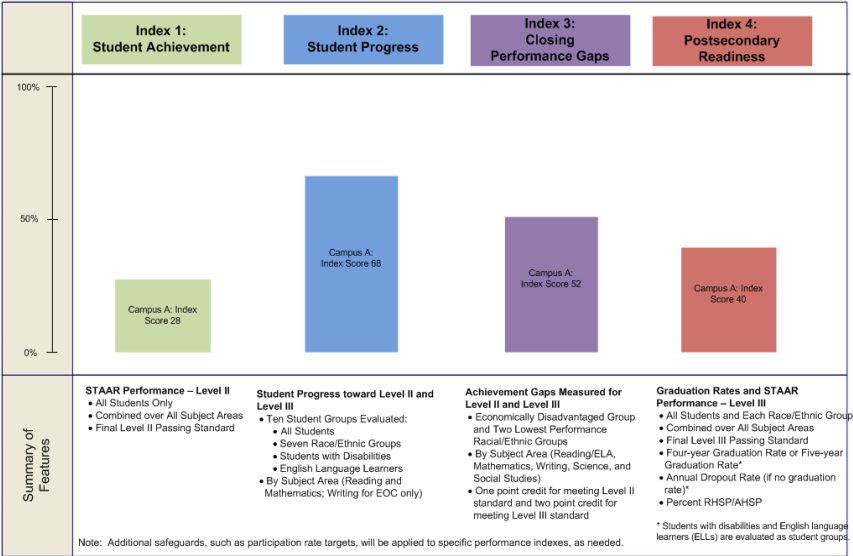
## Index 4: Postsecondary Readiness

### Measures of Postsecondary Readiness (continued)

- **Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate)**
- **Ten Student Groups Evaluated:**  
All Students, each Race/Ethnicity, Students with Disabilities, and ELLs
- **Percent Recommended or Advanced High School Program Plan (RHSP/AHSP) Graduates**
- **Eight Student Groups Evaluated:**  
All Students and each Race/Ethnicity

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### Overview of Proposed 2014 Performance Index Framework (Sample Campus)



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## Possible Safeguards

### **Apply Safeguards to Specific Performance Indexes, as needed:**

- Ensure reporting system disaggregates performance by student group, performance level, subject area, and grade
- Implement interventions focused on specific areas of weak performance
- Apply minimum performance requirements or performance floors
- Apply a limit on proficient results for STAAR Modified and STAAR Alternate
- Apply Participation Rate Targets
- Evaluate Leaver Data Quality
- Incorporate Grade 7–8 Annual Dropout Rate

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## Other Topics TBD

### **Pending Issues For Consideration**

- Evaluation of the four indexes to produce single accountability rating for campus or district
- Application of system safeguards
- Evaluation of alternative education campuses
- Additional features, such as Required Improvement, three-year averaging, and the 85% provision
- Transition Issues between 2013 and 2014
- Inclusion of a performance measure for English Language Learners (ELLs)

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